



Romeo and Juliet

FINAL PROJECT



In groups of 4-5 you will **rewrite and adapt** a scene from *Romeo and Juliet* to perform for the class at the end of the unit in a **5 - 7 minute skit**.

You are encouraged to **be creative** and try and tell the events of your scene in a new way to **extend/alter/deepen** our understanding of the story. **Some class time will be provided**, but ensure that you are meeting your deadlines in order to perform on March 4th/6th.

This assignment will be marked on two aspects, the **written script** your group writes for the performance, which you will hand in after your performance (**worth 60 % of the Final Project**), and your group's **dramatic performance** (**worth 40% of the Final Project**). You will be able to choose which scene your group would like to interpret and adapt. **Make your adaptation your own!**



PERFORMANCE GUIDELINES

- You will **not be marked on your acting ability**, but **you will be marked** on your demonstration of **theatre ideas and techniques** discussed in class. Use simple action and reveal your emotions through gestures, facial expressions and body language.
- You will have to summarize the events of your scene to the most important points for your abridged version.
- You **may** use simple props, costumes, and background music if appropriate, but they are **not mandatory**.
- You may want to choose a narrator to give the background of the scene and to explain transitions.
- Rehearse your parts ensuring **clear and fluent reading**. You do **not have** to have all of your lines memorized, **but** you will be expected to have some **familiarity with the script**.
- Be ready to **explain your artistic choices** and the **significance of your scene** in relation to Shakespeare's original text and the greater themes of the play.

TEAM MEMBER POSITIONS

Every team member will assume a **unique position** within your group. In **addition** to your individual position, **every member of your group** will be expected to play some role in the performance (those who are reluctant to act can take on a non-speaking role or one with only a few lines such as a servant or background character)

Each group will consist of:

1 DIRECTOR

- The director is in charge of overseeing the vision of the project and making **executive decisions** in the best interests of the group.
- The director will ensure the group is **meeting project deadlines, staying on task, and communicating regularly.**
- The director will **assist** with the work of writers and production members.
- Directors will periodically meet with the teacher to provide an update on their group's progress.
- As a group you will **choose a director** and **delegate the other positions amongst yourselves.**



2 WRITERS

- The writers will be responsible for the **translation** of the selected scene in line with the theme that your group has agreed upon.
- While the writers are responsible for the actual **writing** of the script, **every member** of your group should actively contribute ideas and input for the script.
- The **general** rule of scriptwriting is that **1 page of script = 1 minute of stage time**, but this is not always the case. The writers will have to run through the script as they write in order to adjust the anticipated length of your performance.



1-2 PRODUCTION MEMBERS

- Production members will consider **how to stage/block their selected scene**, determining the **physical action** and **movement** to accompany the written script.
- Production members will also help choose any **music, visuals, or props** that might accompany the performance (these are not required, but can help establish the atmosphere and tone of your performance).



WE WILL BE COMPLETING SELF AND PEER EVALUATIONS AT THE END OF THE PROJECT TO ENSURE EVERYONE IS RECOGNIZED FOR THEIR EFFORT AND CONTRIBUTION
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PERFORMANCE PROCESS – GUIDING QUESTIONS

STEP 1

Determine what position each of you will fulfill for the project

- *What are your strengths, what can you offer to your group?*
- *Is everyone comfortable with performing, or would some members prefer a smaller/non-speaking part?*



Select a scene your group is interested in adapting

- *Pick a scene as a group that you find compelling and would like to try and rewrite and perform. This may entail scanning/reading ahead in the play to determine which scene you would like to do.*

Keep in mind the technical requirements of your scene

- *How many speaking parts are there? How many actors are needed onstage at one time? Will certain members have to portray multiple roles in your scene?*
- *How long is Shakespeare's original scene? Will you have to edit out moments to make sure your performance is 5-7 minutes long? How will you determine which moments to cut?*

Brainstorm ideas for your adaptation

- *What time and place would provide an interesting retelling of the story?*
- *How does this setting/time period change the meaning and themes of the original text?*



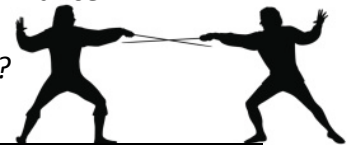
STEP 2

Begin writing your script, designing your staging, and preparing the musical and visual components to your performance

- *Is your group communicating regularly?*
- *Is each group member fulfilling his or her position in the group inside and outside of class?*
- *Are you frequently setting and meeting deadlines as a group?*
- *Have you decided on acting roles for the performance?*

Once Your Script is Nearly Completed Begin to Rehearse Your Performance

- *Is each member gaining familiarity with his or her lines?*
- *Have you had opportunities to practice your scene as a group?*



STEP 3

Final Performance

- *Do you have a finished copy of the script to hand in?*
- *Is everyone prepared for the performance? Do you have all of your supporting materials ready? (Any props, music, visuals being used)*

Romeo and Juliet Performance Sign Up (BLOCK A)

GROUP 1	
<i>Name</i>	<i>Position</i>
1. Noah	
2. Liam	
3. Chloe	
4. Jennifer	

GROUP NAME: _____

ACT/SCENE CHOICE: _____

GROUP 2	
<i>Name</i>	<i>Position</i>
1. James	
2. Angel	
3. Sunny	
4. Mia	

GROUP NAME: _____

ACT/SCENE CHOICE: _____

GROUP 3	
<i>Name</i>	<i>Position</i>
1. Mikaela	
2. Aneesa	
3. Yale	
4. Ian	

GROUP NAME: _____

ACT/SCENE CHOICE: _____

GROUP 4	
<i>Name</i>	<i>Position</i>
1. Sarah	
2. Ashley	
3. Thomas	
4. Liam	

GROUP NAME: _____

ACT/SCENE CHOICE: _____

GROUP 5	
<i>Name</i>	<i>Position</i>
1. Abneet	
2. Elizabeth	
3. Timmy	
4. Sibyl	

GROUP NAME: _____

ACT/SCENE CHOICE: _____

GROUP 6	
<i>Name</i>	<i>Position</i>
1. Lucy	
2. Katherine	
3. Jeremy	
4. David	

GROUP NAME: _____

ACT/SCENE CHOICE: _____

GROUP 7	
<i>Name</i>	<i>Position</i>
1. Zayde	
2. Eva	
3. Jimmy	
4. Iris	
5. Eric	

GROUP NAME: _____

ACT/SCENE CHOICE: _____

Romeo and Juliet Performance Sign Up (BLOCK D)

GROUP 1	
<i>Name</i>	<i>Position</i>
1. Rory	
2. Jason	
3. Sirui	
4. Jennifer	

GROUP NAME: _____

ACT/SCENE CHOICE: _____

GROUP 2	
<i>Name</i>	<i>Position</i>
1. Thomas	
2. David	
3. Christine	
4. Annie	

GROUP NAME: _____

ACT/SCENE CHOICE: _____

GROUP 3	
<i>Name</i>	<i>Position</i>
1. Alim	
2. Sam Benham	
3. Joseph	
4. Steven	

GROUP NAME: _____

ACT/SCENE CHOICE: _____

GROUP 4	
<i>Name</i>	<i>Position</i>
1. Christine	
2. Jan	
3. Samuel Zhang	
4. Heather	

GROUP NAME: _____

ACT/SCENE CHOICE: _____

GROUP 5	
<i>Name</i>	<i>Position</i>
1. Joyce	
2. Christopher	
3. Sam Xu	
4. Annie Wu	

GROUP NAME: _____

ACT/SCENE CHOICE: _____

GROUP 6	
<i>Name</i>	<i>Position</i>
1. Evelyn	
2. Austin	
3. Oliver	
4. Yuri	
5. Ben	

GROUP NAME: _____

ACT/SCENE CHOICE: _____

GROUP 7	
<i>Name</i>	<i>Position</i>
1. Daniel	
2. Yuxin	
3. William	
4. Jordan	
5. Anni Sun	

GROUP NAME: _____

ACT/SCENE CHOICE: _____

PERFORMANCE SCENE SELECTION

** = Suggested Scenes (Your group is not limited to choosing only from these)*

Prologue (Chorus)	(N/A)
Act 1, Scene 1 (232 Lines)* Verona. A public place. (Sampson; Gregory; Abram; Balthasar; Benvolio; Tybalt; Citizens; Montague; Lady Montague; Prince Escalus; Romeo)	(5+ Parts)
Act 1, Scene 2 (103 Lines) Verona. A street. (Capulet; County Paris; Second Servingman; Benvolio; Romeo)	(5 Parts)
Act 1, Scene 3 (106 Lines) * Verona. A room in Capulet's house. (Lady Capulet; Nurse; Juliet; First Servingman)	(4 Parts)
Act 1, Scene 4 (114 Lines) * Verona. A street. (Romeo; Mercutio; Benvolio; Maskers; Torch-Bearers)	(5 Parts)
Act 1, Scene 5 (157 Lines) * Verona. A hall in Capulet's house. (Anthony; Potpan; Capulet; Lady Capulet; Old Capulet; Juliet; Tybalt; Nurse; First Servingman; Second Servingman; Third Servingman; Guests; Gentlewomen; Maskers)	(5+ Parts)
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Act II Prologue Prologue (Chorus)	(N/A)
Act 2, Scene 1 (43 Lines) A lane by the wall of Capulet's orchard. (Romeo; Benvolio; Mercutio)	(3 Parts)
Act 2, Scene 2 (189 Lines) Capulet's orchard. (Romeo; Juliet; Nurse)	(3 Parts)

Act 2, Scene 3 (94 Lines)**(2 Parts)**

Friar Lawrence's cell.

(Friar Lawrence; Romeo)

Act 2, Scene 4 (200 Lines) ***(4 Parts)**

Verona. A street.

(Benvolio; Mercutio; Romeo; Nurse; Peter)

Act 2, Scene 5 (78 Lines)**(3 Parts)**

Capulet's orchard.

(Juliet; Nurse; Peter)

Act 2, Scene 6 (37 Lines)**(3 Parts)**

Friar Lawrence's cell.

(Friar Lawrence; Romeo; Juliet)

Act 3, Scene 1 (193 Lines) ***(5+ Parts)**

Verona. A street.

(Mercutio; Benvolio; Mercutio's Page; Men; Tybalt; Petruchio; Romeo; Citizens; Prince Escalus; Montague; Capulet; Lady Capulet; Lady Montague)

Act 3, Scene 2 (143 Lines)**(2 Parts)**

Capulet's orchard.

(Juliet; Nurse)

Act 3, Scene 3 (175 Lines) ***(3 Parts)**

Friar Lawrence's cell.

(Friar Lawrence; Romeo; Nurse)

Act 3, Scene 4 (35 Lines)**(3 Parts)**

A room in Capulet's house.

(Capulet; Lady Capulet; Paris)

Act 3, Scene 5 (242 Lines) ***(4 Parts)**

Capulet's orchard and Juliet's chamber.

(Romeo; Juliet; Nurse; Lady Capulet; Capulet)

Act 4, Scene 1 (126 Lines) ***(3 Parts)**

Friar Lawrence's cell.

(Friar Lawrence; County Paris; Juliet)

Act 4, Scene 2 (47 Lines)

(5 Parts)

A hall in Capulet's house.

(Capulet; Lady Capulet; Nurse; Servingmen; Juliet)

Act 4, Scene 3 (58 Lines)

(3 Parts)

Juliet's chamber.

(Juliet; Nurse; Lady Capulet)

Act 4, Scene 4 (28 Lines)

(5 Parts)

A hall in Capulet's house.

(Lady Capulet; Nurse; Capulet; First Servingman; Second Servingman)

Act 4, Scene 5 (138 Lines) *

(5+ Parts)

Juliet's chamber.

(Nurse; Juliet; Lady Capulet; Capulet; Friar Lawrence; County Paris; Musicians; Peter)

Act 5, Scene 1 (86 Lines) *

(3 Parts)

Mantua. A street.

(Romeo; Balthasar; Apothecary)

Act 5, Scene 2 (30 Lines)

(2 Parts)

Friar Lawrence's cell.

(Friar John; Friar Lawrence)

Act 5, Scene 3 (310 Lines) *

(5+ Parts)

A churchyard; before a tomb belonging to the Capulets.

(Paris; Page; Romeo; Balthasar; Friar Lawrence; Juliet; Page; First Watchman; Second Watchman; Third Watchman; Prince Escalus; Attendants; Montague)

Final Project Peer Assessment Sheet

Student Name: _____ **Group Name:** _____

PART 1:

On a scale from 1-6 (1 being the lowest, 6 the highest), evaluate each member of your group:

Team Member Name and Position (Including Yourself)	Fulfilled Position in Group	Contribution in Class	Individual Contribution Out of Class	Facilitated Contributions of Other Members	Overall Contribution

PART 2:

Write a brief sentiment on **every member in your group (including yourself)**, that highlights their **unique contribution** to the assignment:

1. Team Member Name: _____

Comment: _____

2. Team Member Name: _____

Comment: _____

3. Team Member Name: _____

Comment: _____

4. Team Member Name: _____

Comment: _____

5. Your Name: _____

Comment: _____
